

### 364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

**01. U.S. HISTORY.** These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

**02. GOVERNMENT/CIVICS.** The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).

**03. ECONOMICS.** The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

### 365. SOCIAL STUDIES STANDARDS - GRADE KINDERGARTEN, SECTIONS 366 THROUGH 378.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

### 366. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Identify calendar time by days, weeks, and months.	i. Participate in celebration of the 100 <sup>th</sup> day of school. ii. Count down to special events.
	b. Speak in terms of time such as now, then, before, after, today, yesterday, tomorrow.	i. Participate in daily calendar activities. ii. Participate in language experience activities.

	c. Identify current events involving the community.	i. Create student-generated newsletters. ii. Participate in spontaneous discussions.
	d. Demonstrate awareness that historical events have been recorded.	i. Share books, stories, and pictures. ii. Display art prints.

**367. EVOLUTION OF DEMOCRACY.**

Evolution of Democracy standards do not apply at this grade level.

**368. EXPLORATION AND EXPANSION.**

Exploration and Expansion standards do not apply at this grade level.

**369. MIGRATION AND IMMIGRATION.**

Migration and Immigration standards do not apply at this grade level.

**370. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Identify different means of transportation that are used today to travel from place to place such as airplanes, boats, trains, busses, automobiles, and bicycles.	i. Interact with toy transportation vehicles used in the learning centers. ii. Graph ways students have traveled.
	b. Identify methods of travel in the past.	i. Use art and literature to show transportation. ii. Survey family members on their different methods of travel.
	c. Identify examples of simple machines, inventions, and technology used in the home.	i. Explore simple machines in appropriate centers. ii. Make a collage of machines used in the home.

**371. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explore why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.	i. Share literature. ii. Discuss and celebrate holidays.
	b. Identify history as dealing with past events and famous people such as George Washington or Martin Luther King.	i. Discuss and share holidays. ii. Dramatize, role-play, and perform puppet shows.

### 372. CULTURAL AND SOCIAL DEVELOPMENT.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Identify stories, pictures, and music of other cultures.	i. Use of Waterford Early Learning. ii. Listen and participate in cultural music (rhythm activities).
	b. Identify holidays by dates and understand that holidays commemorate special events.	i. Participate in daily calendar activities. ii. Dress in costumes for dramatic play.
	c. Participate in patriotic activities.	i. Sing patriotic songs. ii. Learn the Pledge of Allegiance.
	d. Recognize that people celebrate in many different ways.	i. Create costumes. ii. Share family holiday traditions.
	e. Identify personal and school experiences with large seasonal changes such as summer vacation, school months, and major holidays.	i. Participate in daily calendar activities. ii. Provide seasonal clothes for dramatic play. iii. Dress dolls for weather.
	f. Demonstrate an understanding of own personal history as part of family, school, and neighborhood.	i. Create a family picture, tree, or family history. ii. Investigate the meaning of first name. iii. Draw a self portrait journal. iv. Name first/last name, phone number, and address.
	g. Describe how people in communities help each other.	i. Invite guest speakers. ii. Take a walking field trip.
	h. Describe how all families have similarities and differences.	i. Create a graph of members in a family. ii. Share life experiences both informally and formally.
	i. Describe how each person is special and unique.	i. Create VIP bulletin board. ii. Celebrate and share birthday traditions. iii. Create physical appearance and interest graphs.

### 373. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Listen to stories that reflect the cultural heritage of the United States – past, present, real, and fiction.	i. Share literature. ii. Dramatize stories.
	b. Participate with groups to make decisions and solve problems.	i. Participate in "Classroom Circle Time." ii. Classroom planning for parties.
	c. Describe some rules and the reasons for them.	i. Contribute to and post list of classroom rules. ii. Tour school and observe rules. iii. Instruct and play games (matching or memory games).

### 374. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify symbols of the United States such as the Flag, Pledge of Allegiance, Bald Eagle, Red, White, and Blue.	i. Create displays that utilize examples of patriotic symbols. ii. Create artwork.
	b. Recite the Pledge of Allegiance.	i. Discuss where the Pledge of Allegiance is given (baseball games). ii. Recite the pledge daily. iii. Paraphrase the meaning of the pledge.
	c. Develop awareness of leadership roles in the country.	i. Participate in discussions of current events. ii. Participate in a field trip to the Capitol building, city hall, or other government building. iii. Acknowledge and celebrate Civil Holidays (Martin Luther King, Veterans Day).
	d. Know that the people in the United States vote for their leaders.	i. Participate in class-simulated elections. ii. Read, review, and discuss children's newspapers such as Weekly Reader or Scholastic.

### 375. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify individuals that are helpful to people in their everyday lives such as principal, school secretary, doctor, and police officer.	i. Participate in a school building tour. ii. Create a student-generated display of parent occupations.
	b. Demonstrate ways to be helpful to family, school, and community.	i. Practice household chores in the house keeping centers. ii. Generate a list of household responsibilities to share with family.
	c. Recognize that there is a need for a leadership in any society.	i. Place career items in the drama center. ii. Identify and discuss leaders in the community and school.
	d. Identify leadership roles in the school, neighborhood, and family.	i. Create a mural of leaders. ii. Develop a schedule of classroom helpers.
	e. Show respect for the opinions, feelings, and actions of others.	i. Create small group tactics for discussing, listening, and solving problems. ii. Create student generated books that address character traits.

	f. Demonstrate the ability to make choices and take responsibility for one's own actions.	i. Solve own problems independently. ii. Role-play situations that involve problem solving.
	g. Name and show respect for the rules at home, school, and in the community.	i. Identify traffic and safety signs in environment (stop, railroad crossing). ii. Discuss and identify rules and courtesies of most families.

### 376. ECONOMIC FUNDAMENTALS.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Observe that all people have needs and wants.	i. Share and discuss literature such as <u>Something Good</u> by Robert Munch. ii. Brainstorm and list needs and wants.
	b. Recognize that people meet their needs by sharing, trading, and using money to buy goods and services.	i. Set up a store in the drama center. ii. Teach other children how to ask questions to meet their personal needs. iii. Set up a Penny Store – earn pennies and trade them for goods.
	c. Describe some jobs that people do to earn money.	i. Participate in field trips to local businesses. ii. Display career pictures. iii. Invite guest speakers.
	d. Identify the people who work in the school or in the community and be aware of their products and services.	i. Invite guest speakers. ii. Create a workbench center. iii. Place hats to reflect occupations in the drama center.

### 377. ECONOMIC INFLUENCES.

Economic Influences standards do not apply at this grade level.

### 378. GEOGRAPHY.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Identify the globe as a model of the earth.	i. Use globes and magnifying glasses for exploration. ii. Participate in classroom discussions of the globe with hands-on activities.
	b. Distinguish between land masses and water on a globe or map.	i. Play catch with a beach ball globe and identify if your hands are on land or water. ii. Create a globe using a blue balloon and color in the land with a brown marker.
	c. Identify the north and south poles on a map or globe.	i. Share literature (Polar Express). ii. Discuss and sort arctic animals.

	d. Recognize a map of the United States of America and know it is the country in which we live.	i. Assemble a floor size puzzle map of the United States. ii. Request postcards to be sent to school from family members around the United States.
	e. Make and use a map of a familiar area.	i. Review the fire safety map. ii. Create a third dimensional map in the block area.
	f. Use simple terms such as bigger, smaller, near, and far.	i. Play the hot/cold game. ii. Play Simon Says.
02. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify the ways the four seasons affect our lives.	i. Draw a picture of a tree during each season. ii. Dress dolls appropriate for the weather.
	b. Demonstrate ways to be of help to the environment and community.	i. Collect pop cans for recycling and donate proceeds to a charity. ii. Pick up litter on the playground.
	c. Recognize that many kinds of plants and animals live on the earth.	i. Participate in a field trip to the zoo. ii. Care for classroom pets and plants.